OUR SCHOOL VISION

AS A RIGHTS RESPECTING SCHOOL WE AIM TO CREATE A HAPPY, SAFE AND NURTURING ENVIRONMENT WITH AN ENGAGING AND INCLUSIVE CURRICULUM CREATING LIFELONG LEARNERS WHO ARE CONFIDENT, ASPIRATIONAL AND KIND.

POSSUMUS SUPERATI :
WE CAN BE GREAT, WE WILL BE GREAT

Westquarter PS & ELC Standards & Quality Report 2025-26





OUR EXPECTATIONS

BE READY
BE RESPECTFUL
BE SAFE

OUR VALUES

INCLUSIVE
HONEST
TRUSTWORTHY
KIND

Quintile 1 & 2	31%
Free School Meals	31%
Care Experienced	0.01%
Additional Support Needs	42%
Attendance	95%

Literacy

Phonics Approach

Adapt and implement a new approach in P1 to develop phonics, reading and writing to increase attainment in literacy.

Progress and Impact

Resources were identified and purchased to allow for full delivery of the approach. Specialised training was undertaken by staff involved, enhancing confidence and improved pedagogy. Assessments evidenced almost all pupils confidently identifying the single sounds and digraphs, blending sounds to read simple words and being able to apply their knowledge to write words independently.

Next Steps

Continue to strengthen the approach in P1 and roll this out across P2.
Ensure appropriate professional learning is undertaken by staff delivering the approach.



Writing

Continue to develop writing approaches and assessment across the school to increase pupil attainment.

Progress and Impact

A bank of shared planning resources has been created and consistency in planning across the school developed. A draft Writing Policy has been produced.
Observations have evidenced increased pupil engagement, an expanding range in vocabulary and increased success for all pupils.

Next Steps

The draft Writing Policy will be finalised in session 2026-27.
The writing approach will be monitored to ensure pupils remain confident in this skill and attainment remains high.

INCLUSION & Wellbeing

PRIORITY

To continue to develop inclusive practices to enable all learners to reach their full potential in mainstream

ADAPTIVE PRACTICES

'The Glen' is providing a calm environment where individuals are supported to engage in their learning. This has positively impacted on their confidence, self-esteem and progress in learning. In addition to 'The Glen' a second space was created in response to pupil need. Further individuals were identified for targeted support with Support for Learning Assistants and other professionals. The majority of these pupils are now more emotionally resilient.



PUPILS' RIGHTS

Pupils are referring to the Sustainable Development Goals and are beginning to actively support these Goals through the Houses and Citizenship Groups.
Teachers are embedding Rights throughout the curriculum, increasing pupil awareness and understanding of these.
Pupil's Rights are beginning to be embedded in school and ELC Policy.



COUNSELLING

Data showed an increase in referrals to support mental wellbeing. We engaged with an in-school counselling service which allowed for more timeous responses to referrals and provided support for P1-7 pupils.
Rookie Rockstars delivered anti-bullying messages which culminated in an evening concert to families.

NEXT STEPS

Continue to review our learning spaces across the school, including our nurture rooms, to encourage inclusivity for all.
Continue our partnership with the counselling service, ensuring regular feedback on pupils accessing this support.
Undertaken ongoing professional learning to develop staff skills in de-escalation and positive relationships.

EARLY LEARNING CLASS

Priority

All children to have access to a literacy rich environment which is attractive and motivating and which encourages development and progression within early level literacy regardless of where they play.

Why?

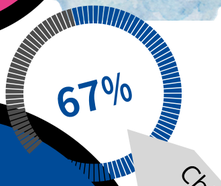
Tracking of children's progress, focus child observations and audits of spaces evidenced the need to increase literacy provision in all areas to allow for better progression and challenge in all children's skills.



Children's Progress in 2024-25

What?

Through engagement with National Guidance and professional dialogue staff considered approaches to extend literacy experiences across the nursery. Additional resources were identified and purchased which are supporting children's development of skills. This has been evidenced through regular tracking showing the majority of children having increased thier early language skills.



Children's Progress in 2025-26

Next Steps

Continue to evaluate our literacy across the provision, identifying ways to further improve experiences for our children. Identify and purchase resources to extend literacy provision outdoors.